



Functional Independence Science

Official Released Items

Grade 5

**Fall 2007
Official Released Items**

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The Grade 5 Functional Independence Science Assessment was administered for the first time in Fall 2007. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Benchmarks (EB), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2007 Grade 5 Functional Independence Science Assessment. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Functional Independence Science Grade 5

Science Strand	Number of Core Items
Life	13
Physical	12
Earth	6
Constructing	2
Reflecting	2
Total Core Items/Points	35
Released Items	6 (Numbers vary by strand and topic.)

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DIRECTIONS: Read each question. Choose the **BEST** answer for each question.

R1 What completes the life cycle of an insect?

Egg → Larva → Pupa → ?

- A** Child
- B** Teen
- C** Adult

R2 The average American produces four pounds of trash a day.

What can Americans do to make less trash each day?

- A** build more landfills for trash
- B** dump trash in oceans
- C** recycle the trash

R3 Which is an inclined plane?

- A** ramp
- B** can opener
- C** gear

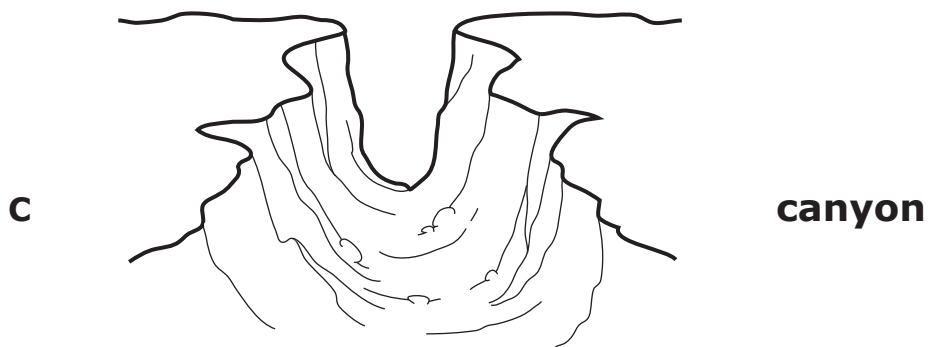
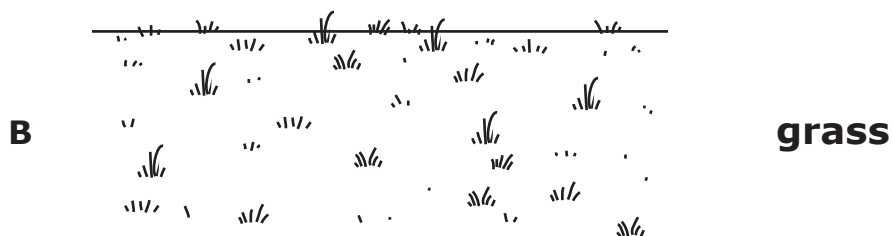
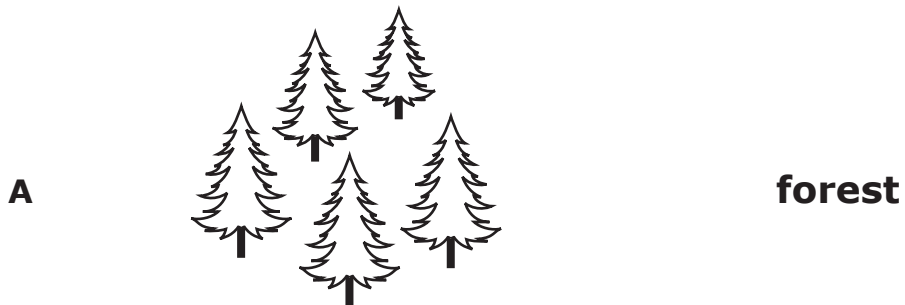
R4 Jacob beats on a drum.

He beats the drum with more force.

What happens to the sound?




- A** The sound becomes softer.
- B** The sound becomes louder.
- C** The sound has a higher pitch.

R5 Which was caused by erosion?



Use the chart below to answer question **R6**.

Three-Day Forecast

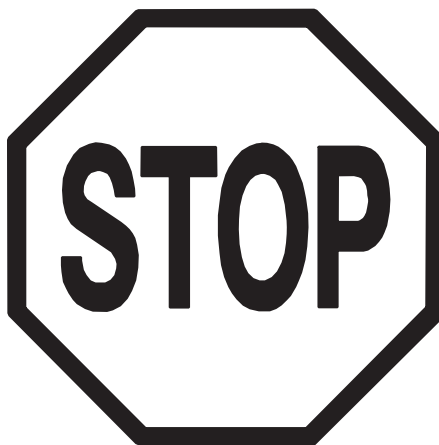
Day	Weather
Monday	 Sunny
Tuesday	 Rainy
Wednesday	 Cloudy

R6 On which day should you wear boots?

- A** Monday
- B** Tuesday
- C** Wednesday



Do Not Continue.



Do not continue until instructed to do so.

Below is a list of the Extended Benchmarks (EB) for each released item found in this booklet. The chart contains the EB code, a brief description of what is measured, and the correct answer for each released item.

Full descriptions of the EB contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

Science			
Released Item Number	EB Code	STRAND or Abbreviated Descriptor/Scoring Focus	Answer Key
		LIFE	
R1	L.OR.FI.EB.III.2.e.3a	Identify life cycles of familiar organisms.	C
R2	L.EC.FI.EB.III.5.e.4a	Identify positive and negative effects of humans on the environment.	C
		PHYSICAL	
R3	P.MO.FI.EB.IV.3.e.4a	Identify and/or use simple machines to change effort.	A
R4	P.WV.FI.EB.IV.4.e.1a	Describe sounds in terms of their properties.	B
		EARTH	
R5	E.GE.FI.EB.V.1.e.3a	Identify and/or describe changes in the earth's surface.	C
R6	E.AW.FI.EB.V.3.e.1a	Identify and/or describe weather conditions.	B



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